

# **SCAAC Meeting Summary and Minutes**

## **(School Curriculum, Assessment, and Accountability Council)**

March 18, 2002  
Hardin County Board of Education  
Elizabethtown, Kentucky

### **Committee Members:**

Jamie Bowling	Gary Mielcarek	H. M. Snodgrass
Dale Campbell	Eleanor Mills	Roxie R. Tempus
Kay Freeland	Henry Ormsby	J. Maynard Thomas, Vice-
Suzanne Guyer	Roger Pankratz	Chairman
Varetta D. Hurt	Robert Sexton	
Benny Lile, Chairman	Linda Sheffield	Two (2) Open Positions

## **SCAAC Agenda**

	Agenda Items	Presenters
	Call to Order	Benny Lile
1.	Approval of January 14, 2002 Meetings Minutes	Benny Lile
2.	Council members meet with students who are enrolled in schools that are implementing strategies for boosting minority student achievement.	Hardin Co. Public School Staff
3.	Minority Student Pilot Project	Bernard Hamilton & Michael Miller
4.	Kentucky Department of Education Updates a.) Longitudinal Assessment b.) Education Assessment and Accountability Review Subcommittee (EAARS)	Scott Trimble
5.	Setting Next Meeting Dates	Benny Lile
Adjournment		

**Call to Order****Benny Lile**

Chairperson Benny Lile called the meeting to order at 9:14 a.m. EST.

**1. Roll Call****Roger Ervin**

The membership roll was called with the following members present:

Dale Campbell  
Suzanne Guyer  
Varetta D. Hurt

Benny Lile  
Eleanor Mills  
Dr. Roger Pankratz

Dr. Linda Sheffield  
Roxie R. Tempus  
Maynard Thomas

**Presenters:**

Bernard Hamilton, Office of Supportive Learning Environments, Kentucky Department of Education

Michael Miller, Office of Supportive Learning Environments, Kentucky Department of Education

Scott Trimble, Office of Assessment and Accountability, Kentucky Department of Education

**In Attendance:**

Appalachia Regional Educational Laboratory: Debbie MacDonald

Kentucky Department of Education: Roger Ervin, Linda Frazer, Cindy Owen, Brenda Withrow

Office of Education Accountability, Legislative Research Commission: Gerald Lunney  
Pritchard Committee for Academic Excellence: Cindy Heine

**1. Approval of January 14, 2002 Meeting Minutes****Benny Lile**

**SCAAC member comments:**

Committee members reviewed the minutes from the January 14, 2002 meeting. Members asked that additional copies of the minutes be provided. Members plan to review the minutes and vote on acceptance later in the day.

Benny Lile opened a discussion on the style and content of the minutes. He has heard from council members that the minutes are not meeting all the member's needs. According to parliamentary rules, only the motion, sponsors of the motion, and the membership vote are reported in the minutes. The minutes currently reflect the motions and summary notes of the meeting. When the council was first formed, the minutes were extensive and identified members and their comments. Council members then decided that members should only be identified in the minutes when it is part of a motion. Possibly the council has gone too far and Benny desires guidance from the council members. Maybe council members should state when they desire that the minutes reflect their name and comments.

Maynard Thomas is concerned that the minutes are much like Staff Notes and do not necessarily reflect the discussion that occurred between council members. The majority of Roger Pankratz's comments are missing from the minutes.

Roger Pankratz advised that when SCAAC was formed the issues were more specific and focused on the assessment. Meeting subjects are now more diverse, informational in nature, and are not requiring motions. The inclusion of the council member's name is not as important as in the past.

Benny Lile advised that until the council resolves when meeting minutes should include member names, the present policy of not having names should continue.

Suzanne Guyer feels there are appropriate times to include member names as diverse views are being presented and it helps members to remember what others said.

Roger Pankratz recommended that members review the last couple of years of minutes and then reach consensus on the contents of the meeting minutes. Maynard added that members should go to the WEB and review minutes and come to the next meeting with examples.

Benny Lile asked that the item be placed on the agenda for the next meeting.

### ***Afternoon Session.***

Council members revisited the January minutes during the afternoon session. Roger Pankratz provided corrections to minutes for his presentation at the January meeting. Suzanne Guyer notes that the minutes have not been consistent when identifying council members with titles. She is recommending that for consistency all members with doctorates be identified or the reverse, none of the council members with doctorates be identified. Varetta D. Hurt recommended that the minutes, with Roger's changes be approved at the May meeting, which members agreed with.

**2. Council members meet with students who are enrolled in schools that are implementing strategies for boosting minority student achievement.**

**Hardin Co. Public School Staff**

SCAAC member comments:

Benny Lile recognized Lois Gray, Superintendent of Hardin County. She shared with the committee that Hardin Co. has a district initiative to improve student's reading scores. Hardin Co. has decent scores in reading but the scores are not good enough. To improve student learning, full day kindergarten was started in all schools this year. Woodland Elementary School is implementing Literacy First. The program is designed to assist schools to develop, implement, and sustain a strategic plan for a comprehensive and balanced school-wide literacy program, which incorporates both phonics and whole language in an active, problem solving manner. The program shall enable as many children as possible to read beginning materials independently by the middle of first grade and for the students to continue to read grade-level materials as they progress through school. Extended School Services is expanding its literacy services for students. Schools are using a special phonetically based program. This year the program is being expanded from the elementary schools to the middle schools. The council will hear from some North Hardin Students. The students are self identified that they have deficiencies in reading skills. The students are in a special program in which the English class meets longer than regular English classes.

Hardin Co. Public School Comments:

Ann Casper, principal at Woodland Elementary, shared with the council background information about the Woodland and what Literacy First is. Woodland Elementary is located in Ragland, Kentucky (Ratcliff), a military community that is fully integrated. Woodland has approximately 500 enrolled students with grades primary through grade 5. Class sizes at the Primary grades are 22 students and the Kindergarten's have 24 students. The school has been open for 5 years. The free and reduced lunch program serves 50 to 60 students. The student population is 49% minority and 33% are African American. The school has a high transient population with 97 students withdrawing and 102 students entering. Teachers receive intensive training from Literacy First staff at three different times. Seven different times in the year teachers also receive coaching support from Literacy First staff. The program requires that the principal must be in each classroom for 1 hour a week. At Woodland they set a higher goal of two hours each week. The program is based on what skills students need to stay on grade level. Teachers must have flexible groupings to test students on the skill and then move them onto the next skill area. The grouping of students has been tough for the Teachers. The program is working and starting next fall the program will be expanded to grades 3, 4 and 5. Students are assessed at the beginning of the year and at least 4 additional times a year.

Woodland has the Early Success Program where Title 1 staff work with students for 30 minutes each day. Every student spends 15 minutes a day at the computer lab. Extended School Services is two days a week for 90 minutes.

Council members discussed the programs offered at Woodland. Roger Pankratz has found that teachers have the skills but are often uninformed because there are not good assessment tools available to measure student progress. Teachers have not received assessment and awareness skills training. Eleanor Mills was interested in other programs at the school such as Word Match. Maynard Thomas explored student scores on the CAT's Test. Staff at the school feel that they will reach Proficiency by 2014 if the programs in place are continued. The school is using a special mathematics program at grades K-2 which has resulted in an 18% improvement in student mathematics scores in grade 3. Suzanne Guyer wanted information on what the environment is like and how Literacy First works in a K-2 classroom.

*Hardin Co. Public School Comments:*

Lois Gray and Ann Casper said that an assistant works with three classrooms. Block students from Western Kentucky University (WKU) are at the school two days a week. Vista and parent volunteers also assist in the classroom. The Literacy resource specialist assists the teachers. Teachers assess the students, not volunteers. The Literacy First consultant provides job embedded development by visiting each classroom with principal, assistant principal, and literacy resource specialist. The teachers are pulled out of the classroom for an hour to provide feedback.

Literacy First is a national program. Woodland Elementary and Hardin Co staff did a lot of work before adopting the program. The Woodland Site Based Decision Making Council (SBDM) allocated funds that were matched by the district to purchase the program. Grant monies were not used to get Literacy First. The school is now writing a plan to purchase 350 books. They are hoping to obtain Grant money for the purchase.

The school received a grant and has instituted an early reading program. Parents can come to the school to learn how to assist their students in completing homework assignments and to improve their children's reading skills. Parents also get to use the computer programs that students are using. One-half of the parents are minorities and also have reading deficiencies. Parents are taking the components that their children are taking. To get parents to the school child care and food is provided. Parents receive a stipend of ten dollars for travel expenses.

The biggest challenges facing Woodland are the need for a longer school day, additional pairs of hands or smaller class size. One additional hour in the school day will allow teachers to spend more time on reading and mathematics. The school wishes to meet each child's needs. The school wants to implement other programs to deal with students who are not Gift and Talented and or not performing. For Woodland Elementary to get to higher level, they need help with methods for staff and additional resources.

Lois Gray then shared activities happening at Parkway Elementary School. The Hardin County School is located in Radcliff, Kentucky, a military community that is fully integrated. Parkway is a new school and has implemented a peer-coaching model for development of their teachers. Literacy First is in place for the first year. Lois Gray provided the council with Literacy First test results showing students performance at entry assessment and students and 1<sup>st</sup> semester student gains. The results are for kindergarten through 2<sup>nd</sup> grade. Council members spent time reviewing the detailed results.

The council met with Neal, Clifton, Tim, Candice and Samantha, high school students who are attending a special program at North Hardin High School. There are 12 students in the class. The students are on a regular schedule. The program uses an SRA/McGraw-Hill developed curriculum with a special workbook that the students work from. The students said that they work the lesson as a group and then individually. The students talked about why they were in the program. One needed help in middle school but did not receive help. The students participated in Extended School Services (ESS) but the provided services did not relate to their needs and thus it did not help. ESS helped in other content areas but not in reading. Half the students were in ESS for science, not reading. Three of the students also attended intersession.

Students told the council how the class helped them. The students are learning parts of speech, sentence construction, and an understanding of the components of a sentence. The class has allowed them to read faster and understand what they are reading. Some of the students previously had accelerated reader but this did not help because of lack of comprehension.

SCAAC member comments:

Council members asked students if they are struggling and what would help most. The students' response was "they need to pay attention and try". The students are too busy developing social skills.

Council members asked the students to identify their goals after they leave high school. Two of the students are planning to enter the military and one wants to work with computers. Another is interested in becoming a college professor or veterinarian and the fifth student loves dance and wishes to be a choreographer. One thing that would make the program better is an improved workbook. The current workbook is a little childish. They like their teacher and this has been a big help. Many of their peers think they are in a retarded class, which is a problem.

Hardin Co. Public School Comments:

All five students have a different way of learning. Since joining the program the students have had good school attendance. Some of the students participate in extra curricular activities and belong to school clubs. The thing the students like most about their school is that it is a family.

Lois Gray then provided a closing the gap status report for Hardin Co. The outcomes coming from the Minority Student Pilot is not a big deviation of what they planned to do to close the achievement gap. The Central Office is helping individual schools with data analysis. The district wide consolidated plan is currently being revised and it will further address the achievement gap. North Hardin High School plans to modify its schedule for next year and will expand to 5 classes a day. Hardin Co. has an afternoon ESS program and they have had good success with ESS. They used the San Diego Quick for the first time and it identified problems that they were not aware of. It has really helped with student improvement. Extended Schools Services is using an SRA/McGraw-Hill based program. The message is that kids do not know they are doing well. The district is not doing a good job with individual assessment of students.

SCAAC member comments:

Council Members summarized their thoughts on their discussions with the North Hardin High School students and the activities to improve minority student achievement at Woodland Elementary and Parkway Elementary.

1. The students in general, which includes the North Hardin students, need to take College Preparatory classes to meet their work expectations. Students do not know they have a problem.
2. With Parkway Elementary students' diverse racial makeup, we need to further understand what contributes to minority male students performing better on the Literacy First tests than White Females and then share with other schools what was learned. Hardin Co. schools have the smallest achievement gap at the high school level in comparison to other participating districts.
3. Schools are collecting a lot of data. They need to learn how to use the data.

<b>3. Minority Student Pilot Project</b>
--

<b>Bernard Hamilton &amp; Michael Miller</b>
--

KDE staff comments:

Bernard Hamilton complimented the leadership shown in Hardin County. Lois Gray has instituted a number of programs that has resulted in a small gap. Kentucky Department of Education staff visited the schools and they are using the 10 goals. Three of the schools have new principals. Leadership from other staff, central office administrators and other schools in the district has provided the support to the new principals.

Bernard Hamilton provided the council an update on activities of Minority Student Pilot Project since the councils' last meeting. At the March meeting of the Kentucky Board of Education (KBE), KDE staff will share that the 7 pilot districts have significantly moved

down the road. A meeting with the districts was held at the Kentucky Technology and Learning Conference where KDE staff and the districts talked about next steps. Districts will be providing quarterly reports and will be working with the Appalachia Education Laboratory (AEL). The project is moving but not as fast as KDE would like. Instead of figuring what we are going to do and how do we measure, we have been studying, studying, and studying. We should have involved AEL from the beginning when we rolled this out to other schools. AEL is working with the 7 districts to figure out how they are going to measure. By summer AEL and the 7 districts will come up with a document on where the districts' think they are.

A grant is available to fund minority students who wish to take Advanced Placement (AP) courses. The grant is over 1,000,000 dollars. Districts are being asked to participate. Students can take AP courses through Virtual High School. The bill dealing with student achievement gaps (SB 168) is out of the House and Senate Committee. The bill will require that the Department of Education provide gap data and we will need to help schools and districts in understanding the data. If the Bill does not pass, we still have the No Child Left Behind act of 2001 (NCLB) that contains much of the same requirements. NCLB requires that Superintendents approve funding when schools in their district are not closing the achievement gap. The Bill will have schools addressing the achievement gap in their Comprehensive School Improvement Plan.

Bernard Hamilton provided some insights on how minority achievement gaps can be improved. Leadership is vital. KDE needs to support District/School leadership. It is not easy to change culture in schools. An example is student tracking where minorities are frequently in the lowest track. Schools need a good reading program that is continuous. School principals do not understand what achievement gaps are. The Board Book for the March KBE meeting will have a list of what schools are telling KDE. Gene Wilhoit has asked school districts "What do you need from us?" Superintendents have told the Commissioner of Education that they want to use ESS money for programs during the school day.

Jefferson County is conducting a study of their low performing and high performing schools. Some of the high performing schools feel they do not have the money to support improving the achievement gap and want to return their minority children to the home school. Jefferson Co. schools receive Renaissance money to reduce the gap. East side schools are not using the money for this.

SCAAC member comments:

Council members then discussed issues with minority student achievement.

Roger Pankratz: For schools to be successful in improving the achievement gap, schools need to talk to schools that are successfully doing it. Peers at the principal and teacher levels need to talk to each other. Principals will listen to KDE but want to communicate with principals who have comparable experiences. Teachers talk to teachers.



Maynard Thomas: How can schools be successful when high expectations are set for them and there is no money? Woodland Elementary would not be successful without the money. What can this council do to improve the chances of schools closing the gap and seeing that the needed funding is available?

The minority student pilot project is concentrating on African Americans. This is a need but the Department of Education needs to compare the performance of the 7 pilot minority districts and how white students in region 8 are performing. The original lawsuit, which resulted in KERA, was for equal funding and lack of student achievement in Region 8.

Kentucky has set goals that are designed to set high standards for all students. Kentucky's goal is for schools to reach proficiency by 2014. NCLB says that all students should reach proficiency.

---

The council broke for lunch at 12:17 and reconvened at 1:00 p.m.

---

<b>3. Minority Student Pilot Project <i>(continued)</i></b>
---

<b>Bernard Hamilton &amp; Michael Miller</b>
--

SCAAC member comments:

Linda Sheffield: Money is going towards solving minority and social economic problems. The same issues apply to Advance Placement (AP) programs. Shouldn't one-third of Kentucky students take Advanced Placement classes? A high percentage of Kentucky schools have Advanced Placement programs. However, only a few schools offer Advanced Placement programs when roughly 30% or more of the students are participating in the free or reduced lunch program.

KDE staff comments:

Michael Miller: Advance Placement courses are offered via Virtual High School. This is not a total solution since many high schools are not offering their students the option of taking Virtual High School courses.

SCAAC member comments:

Dale Campbell: Advanced Placement courses are not an issue at his High School. He has high school students reading at the 5<sup>th</sup> grade level. Money should be spent at the lower grades as it is too late to successfully reach these students at the High School level.

Questions need to be answered about the students in the achievement gap. Have the same students always been in the gap? Are students successful in getting out of the gap? How many are re-falling into the gap?

Should we track students by learning style. Test Publishers have learning style assessments. We have not done a lot work in this area because school districts have limited monetary resources and have to invest in other areas. Colleges and Universities need to develop a learning styles inventory on how teachers learn and teach.

Eleanor Mills: Staff analyzed test results at her Primary – 3<sup>rd</sup> grade school. Staff was surprised when they saw performance differences between 1st and 3<sup>rd</sup> grade students.

Maynard Thomas: There needs to be a communication between school and parent. What is the best vehicle to accomplish this dialog? There are problems as not all students have computers, and parents work shift work. Putting everything in paper form does not work.

Benny Lile: Staff from Pikeville and Lafayette High School in Fayette Co testified before the Education Assessment and Accountability Review Subcommittee (EAARS) that monies have to be put at other grades as it is too late at the High School level to solve achievement gaps.

KDE staff comments:

Bernard Hamilton: Student tracking has problems. He has experiences with two children. One is in 8<sup>th</sup> grade who is getting straight A's and cannot pass a Gifted & Talented test so the student is being excluded from the special programs. The other student is a 6<sup>th</sup> grader who passed a Gifted & Talented test in Mississippi and is having a difficult time learning and passing classes.

Council members shifted their discussion to Kentucky Elementary Learning Profile (KELP):

KDE staff and SCAAC member comments:

Michael Miller and Roger Pankratz: KELP is a program which assesses students to become successful readers. When originally developed the program was not tied to Accountability. By the second year, schools were focusing on KIRIS testing and did not concentrate on KELP. No attempt was made to tie KELP to Accountability.

SCAAC member comments:

Roxie Tempus: The KELP reading descriptors are very good. The program had limited success because there was a lack of facilitators.

Eleanor Mills: KERP was not parent friendly. Parents are interested in how their children are learning compared to other students. Parents were frustrated that teachers at higher grades did not look at KERP results.

Roger Pankratz: Initially KERP was not user friendly and there was a lack of training. When KERP became useable, things had shifted to improving school accountability scores.

KDE staff comments:

Michael Miller: Teachers had not changed their teaching methods so they could not assess students with KERP. There was a mismatch between teachers teaching in the traditional way and assessing students in the KERP way.

SCAAC member comments:

Benny Lile asked the council what direction is the council to take?

Maynard Thomas: Four days of professional development is insufficient for teachers to address the minority student achievement gap. This is a cut back in time from 1990 when the Kentucky Educational Reform Act (KERA) started.

Eleanor Mills: Over the past 6 years, she has lost a number of her senior teachers to retirement. New teachers need more Professional Development, thus PD days need to be expanded.

Varetta Hurt: Teachers have insufficient time for planning. The time is very limited after parent teacher conferences, ARC sessions, etc. Teachers are already staying at school and not going home until after 5:00 p.m.

Roger Pankratz: We need to learn from data. We need to learn from the school audits, identify the leverage points, decide which things to keep track of and then use the findings in Professional Development for teachers and administrators. We know there are teachers that are doing it. We need to find out what is working and get them to share the information with other teachers so that it is used in the classroom.

KDE staff comments:

Bernard Hamilton: KDE will rely on the AEL collection tool, a common report that will be available by end of summer. He is hoping that data on the 7 districts can be collected by June 2002. He reminded everyone that big gains take 3 to 5 years to accomplish.

SCAAC member comments:

Maynard Thomas: Fayette Co. has contracted with the Bethune Institute to produce equity materials for Fayette Co. The Regional Service Centers might hold similar institutes for the rest of the state.

Eleanor Mills: Council needs to look at what financial support the piloting districts need to improve the minority achievement gap.

Council members then had a discussion on tracking students:

Dale Campbell: Dale is recommending that the Kentucky Department of Education identify 7 districts and track the high school students back through their middle school years to elementary school and see where their learning is falling off. The analysis should be done by sub-tasks, not just overall content areas. KDE staff advised that students cannot be tracked back prior to the 4<sup>th</sup> grade and there are other issues with the data across grades and years over time.

Maynard Thomas: Performance data from Region 3 (Jefferson County) and Region 8 (Eastern Kentucky) is the same, which is scary. Desegregation may not be an issue, as large schools in both regions do not help black or white poor students. Is the school system setting up student failures by consolidating smaller schools into a larger school?

Roger Pankratz: Another tactic is to identify schools where the minority achievement gap is the least or has closed and see what is working right in these schools.

<b>4. Kentucky Department of Education Updates Legislative Update</b>
---

<b>Scott Trimble</b>
----------------------

KDE staff comments:

Scott Trimble reported on three bills of interest.

1. Senate Bill 168, a bill sponsored by Senators' Neal and Scorsone, is an act relating to reducing the achievement gaps in Kentucky schools. The bill requires school's to set biennial targets for eliminating any achievement gaps for various groups of students including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. Schools not meeting their biennial target will need to submit revisions to their consolidated plan describing the use of professional development funds and funds allocated for continuing education to reduce the schools achievement gap. The plan shall address how the school will meet the academic needs of the identified student groups. Schools that fail to meet their target to reduce the student achievement gap for two successive biennia shall have their school's consolidated plan subject to review and approval by the Kentucky Department of Education. The Department may provide assistance to schools' as it deems necessary to assist the schools in meeting its goals.

2. House Bill 621, a bill sponsored by Representative Rasche, changes the reporting date for the state assessment from September 15 to no later than one hundred fifty (150) days following the first day the assessment can be administered.
3. The legislature is not taking action on the third bill. Students eligible for the Kentucky Education Excellence Scholarship Program (KEES) would receive a one-time reward based on their performance on the 12<sup>th</sup> grade on-demand writing component of the Commonwealth Accountability Testing System.

SCAAC member comments:

Members asked for an update on the No Child Left Behind (NCLB) act of 2001, the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. Members are interested in knowing whether the Kentucky Legislature was considering any bills related to NCLB. Scott Trimble advised that the Kentucky Department of Education is presenting information on NCLB to the Kentucky Board of Education at their next meeting. The State Board will want time to discuss and provide the Department with parameters to work under in addition to general guidance. The Department is expecting to provide information to SCAAC at the May meeting.

The reading and mathematics components of the NCLB act require full implementation in school year 2005-2006. The Commonwealth Accountability Testing System is in compliance through then for the grades tested.

KDE staff comments:

Michael Miller advised that the Department should apply for 13 million dollars to fund the new reading programs. Applications from the United States Department of Education will become available on April 1, 2002. The program is similar to the Early Incentive Grant Program. Funding is based on the quality of the application and must be "Scientifically Research Based".

The Legislative budget continues to include funding monetary rewards for successful schools. However, until the Senate and House reach agreement and pass the budget bill, anything is possible and there could be unexpected changes.

Kentucky Department of Education Updates		
4.	<b>B) Education Assessment and Accountability Review Subcommittee (EAARS)</b>	<b>Benny Lile</b>

SCAAC member comments:

Benny Lile reported on the status of the letter sent to the Education Assessment and Accountability Review Subcommittee (EAARS) that contained recommendations on monitoring continuous progress of students. Committee members discussed the contents of the letter at the January meeting, the committed chair drafted the letter that

was reviewed by the committee members and was then sent to Representative Moberly. Benny reported that he has not received any response from the EAARS committee. Scott Trimble also advised that he does not believe that EAARS has discussed the letter with the Kentucky Department of Education.

4.	<b>Kentucky Department of Education Updates</b> <b>A) Longitudinal Assessment</b>	<b>Scott Trimble</b>
----	--	----------------------

*KDE staff comments:*

Scott Trimble reported that approximately 400 to 500 schools are planning to participate in the Reading Longitudinal Elementary Assessment Pilot that will be administered to students in grade 5. A small number of students will also be assessed at end of primary and to some grade 6 students who are housed in schools that participated in last years longitudinal pilot. The Kentucky Board of Education has asked that the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) review the Longitudinal Assessment and make recommendations on the inclusion of Longitudinal Assessment component in a schools' accountability calculation.

4.	<b>Kentucky Department of Education Updates</b> <b>A2-A6 School Classification Policy</b>	<b>Scott Trimble</b>
----	--	----------------------

*KDE staff comments:*

Scott Trimble reported that the Kentucky Board of Education, at their March 2002 meeting, would review the classification of "A2-A6" schools and the policy of tracking students back to "A1" schools. 703 KAR 5:040 defines public schools as:

- An "A1" school is a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school is not a program operated by or as a part of another school.
- An "A2" school is a district-operated, totally vocational-technical school, where the membership is counted in other schools.
- An "A3" school is a district-operated, totally special education school.
- An "A4" school is a district-operated, totally preschool program (e.g., Headstart, Kentucky Education Reform Act (KERA) Preschool, or Parent And Child Education (PACE)).

- An "A5" school is an alternative school, which is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 school as opposed to unconditionally accepting court ordered placements). Students enrolled in A5 schools typically include: Actual dropouts returning to an alternate educational environment; Potential or probable dropouts; Drug abusers; Physically abused students; Discipline problem students; Nontraditional students (e.g., students who have to work during the school day); or Students needing treatment (e.g., emotional/psychological).
- An "A6" school means a district-operated instructional program in a nondistrict-operated institution or school.

Generally, "A2 –A6" schools have small student populations. The Department of Education is not able to build a reliable accountability index for these schools because of student population size, and with "A5" and "A6" schools, the number of students that are moved in and moved out. The policy should not encourage any incentives that place "A1" students into an "A5-A6" setting. The purpose of "A5-A6" schools is to address the unique needs of at-risk populations and then return them to an "A1" school setting.

SCAAC member comments:

Benny Lile would like the council to review the policy and make recommendations. There are a number of inconsistencies in the current regulation when students are enrolled at "A5" and "A6" schools. The regulation is causing school districts to handle students differently when attempting to track the students back to the correct "A1" school. Districts are finding it hard to identify the correct "A1" school when the school is in another district or the student has been in an "A5-A6" setting for an extended period of time. The council should be concerned that this student population is not being properly served. If there were an accountability calculation for these schools, there would be an advocacy group for the students. Students at "A5" and "A6" schools should be accountable at the region or state level to permit comparisons with other student populations.

KDE staff comments:

Scott Trimble advised that in the early years of KERA (1992-1995 time period) advocacy groups wrestled with this issue. The regulation has been reviewed by NTAPAA and they will suggest to the Kentucky Board of Education that a Region/State analysis be conducted to see what the impact is.

SCAAC member comments:

Maynard Thomas recommends that the policy should have incentives for A1 schools to get their students back from Alternative Schools. The current regulation provides no incentive. In discussions with High School administrators, has the belief that once a student is enrolled in Alternative school, they never return to the A1 school.

Benny Lile advises that when the student is under the directive of a State Agency, the local school district will have no control over the student's school of accountability. Often the school district will not be permitted to know the students correct "A1" school.

<b>5. Setting Next Meeting Dates</b>
--------------------------------------

<b>Benny Lile</b>
-------------------

SCAAC member comments:

Benny Lile suggested the next meeting for Friday May 17, 2002 in Frankfort. Since this falls into the moratorium window for school district meetings, the committee will ask for an exemption from the moratorium. Suzanne Guyer questioned whether members whose terms are expiring can attend this session. Benny advised that terms do not expire until after the May meeting.

The following are items to be covered at the next meeting.

1. Further discussion on the style and content of the minutes.

<b>ADJOURNMENT</b>
--------------------

**SCAAC MOTION:**

Eleanor Mills introduced the motion for adjournment and Varetta D. Hurt seconded the motion. The Committee voted at 2:59 p.m. to adjourn and the motion passed unanimously.